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Instructional leadership: A self-assessment instrument for principals

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INSTRUCTIONAL LEADERSHIP:
A SELF-ASSESSMENT INSTRUMENT
FOR PRINCIPALS

BAILEY

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Instructional Leadership:

A Self-Assessment Instrument for Principals

(TITLE)

BY

John L. Bailey

Field Study

~~XXXXXX~~
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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Instructional Leadership

Instructional Leadership:
A Self-Assessment Instrument for Principals
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Running head: Instructional Leadership

Instructional Leadership

Abstract

The Instructional Leadership Self-Assessment is a research based instrument that may be used by educational leaders to diagnose instructional leadership skills and plan for the improvement of leadership skills. An extensive review of the leadership theories of trait, situational, organizational, power, and vision is discussed in the context of effective school leadership. Effective school studies and educational leadership studies are utilized to identify the functions, behaviors, and actions of an effective educational leader. The ILSA uses a discrepancy model to score twenty goal statements, each characterized by several descriptive competency statements. The instrument scores skill areas in vision, curriculum, and school climate. An overall score can also be obtained. Emphasis is given to establish a critical mass of 80% proficiency of competency statements. A sample action plan with specific steps to improve individual leadership skills is given with each goal statement. References for further study are given. Respondents are encouraged to use the resource list provided to develop a personal action plan for improvement and develop specific timelines for completion of the action plan.

TABLE OF CONTENTS

Chapter 1.....	3
Statement of Problem.....	5
Assumptions.....	6
Limitations.....	6
Definitions of Terms.....	7
Format of Program.....	8
Chapter 2.....	9
Rational.....	9
Uniqueness of Study.....	11
Review of Literature.....	12
Chapter 3.....	34
Design of Study.....	34
Use of Instrument for Data Collection.....	37
Chapter 4.....	39
ILSA.....	39
Chapter 5.....	41
Summary.....	41
Findings.....	41
Recommendations.....	43
References.....	45
Appendix	58

Chapter 1

Instructional Leadership:

A Self-Assessment Instrument for Principals.

The educational reform acts have placed new emphasis on the principal as an instructional leader. The Illinois School Code, 122. 10-21.4a (1988) states that:

"each principal shall assume administrative responsibility and instructional leadership, under the supervision of the general superintendent and in accordance with reasonable rules and regulations of the board, for the planning, operation and evaluation of the educational program of the attendance area to which he or she is assigned. School boards shall specify in their formal job description for principals that his or her primary responsibility is in the improvement of instruction" (p. 81).

The Illinois State Board of Education has initiated the Administrators' Academy with the specific task of improving all school administrators' instructional leadership skills (Illinois School Code, 2-3.53, 1988). The emphasis is to improve leadership ability using current instructional leadership research.

Hallinger and Murphy (1985) found that six out of seven effective schools have effective leaders. That research first identified effective schools and then classified principals based on qualities of those schools. Manasse (1984) identified effective principals as leaders of high-performing systems. The assumption is that an effective school will have an effective leader.

Leadership is a function of the principal's own desires, wants, values, and beliefs (Duke, 1982). This self-assessment provides an opportunity for reflection and may offer an incentive for improvement through the development of an individual action plan for improvement.

The majority of leadership studies originated in business and industry where the effectiveness of a leader is sometimes equated with the output of the organization. These studies frequently examined high producing organizations based on financial success and serve as a model to other organizational leaders to follow. Leadership studies from business research are helpful in understanding the basic theory of leadership for principals.

Statement of Problem

The identification of specific functions, activities, processes, and conditions that make instructional leadership important and then to translate that information into a self-assessment instrument for principals is the primary problem motivated by this study. Principals may use the self-assessment to establish individual goals for improvement of instructional leadership skills.

Instructional leadership can not be defined in a vacuum. A broad-based discussion of school effectiveness research and effective principal research must be included in the factors which affect instructional leadership. A general review of leadership theories is presented. Measures of leadership style will also be discussed and presented as part of the self-assessment process.

Leadership is a multifaceted concept that includes more than just simple behavioral characteristics and traits. There is no single program that guarantees success. The instrument will include a synthesis of current research and basic instructions on how to formulate individual goals for assessment. The basic format encourages principals to examine their individual leadership style, to develop a mission

statement (vision) for improvement, and to utilize the self-assessment instrument to stimulate personal reflection for future improvement. This project is designed to be used by all principals interested in assessing their skills and abilities, to determine their own strengths and weaknesses, and to give the principal additional direction for future improvement.

The specific objectives of this project are to:

1. Identify the behaviors of effective instructional leaders.
2. Develop a self-assessment instrument for principals based on effective school research.

Assumptions

The assumptions of this field study are:

1. The principal will use this self-assessment for personal improvement and change.
2. The principal has some prior knowledge of the principalship.
3. Improving the instructional leadership skills of principals will improve student performance.

Limitations of Study

This field study is limited by the following conditions:

1. There are no guarantees that simple completion of a self-assessment program will result in vast instructional improvements.

2. There is no measure for experience built into this instrument.

3. There is selection bias in choosing the type of instructional leadership information presented here.

4. This paper does not identify effective schools or effective principals.

Definition of Terms

Several definitions are provided to help clarify the nature of instructional leadership and self-assessment. Bennis and Nanus (1985) have identified over 350 definitions for leadership. The following definitions will serve as basis for understanding instructional leadership and self-assessment. These definitions are from general leadership research, education research, and the self-assessment field.

Instructional Leadership

1. We broadly interpret the concept of instructional leadership to encompass those actions that a principal takes, or delegates to

others, to promote growth in student learning (Bevoise, 1984).

2. Instructional leadership involves all the beliefs, decisions, strategies, and tactics a principal utilizes to generate instructional effectiveness in the classroom (NASSP, 1988).

3. Leading involves getting everyone to pursue a shared mission (Bennis and Namus, 1985).

Self-Assessment

1. Self-assessment is the process of self-examination for the purpose of instructional self-improvement (Bailey, 1981).

13. mental reflection with sequential feedback for self-improvement (Bailey, 1981).

Format of Program

This field study will result in the production of a self-directed workbook in which principals first examine the research and identify a leadership style. Each principal will complete the self-assessment instrument, identify his/her own strengths and weaknesses, and develop a plan for professional growth. The instrument highlights twenty basic competencies of an effective instructional leader that are recognized through research as contributing to student academic success.

Chapter 2

Rationale

One may question whether or not a principal should be concerned with self-assessment. Bass (1981) describes leaders' self-ratings as suspect. They contain self-serving, self-vindicating biases and are likely to generate descriptions of what leaders think is expected of them in their organization and society rather than an accurate portrayal of their behaviors relative to other leaders.

A self-rating needs to be used as part of a total evaluation process. When external evaluative standards are salient, attention is focused on meeting the criterion and self-evaluations in relation to meeting the criterion (Nichols, 1984). Long and Fransen (1986) found that qualitatively--oriented, retrospective self-assessments may be trustworthy if the outcomes are based on research from experts with clear behaviorally oriented objectives, and if the participants suggest future training programs.

The California School Leadership Academy identifies sixteen points of leverage administrators can use to improve student learning (Schaninker & Roberts, 1988). A lever is a simple tool that makes it possible to move seemingly immovable objects.

Archimede's statement "give me a place to stand and a lever, and I will move the world" is valid for instructional leaders. Instructional leverage points are important systems that significantly impact the process of schooling and can be used to influence the behaviors of others in ways that will improve student learning.

An effective instructional leader continuously identify and use important points of leverage within to promote improved student learning (Hammond, 1988). The guiding principal of the CSLA is to help instructional leaders use available resources (Schainker & Roberts, 1988). Using the self-assessment may be viewed as an additional tool or lever for instructional improvement.

Self-evaluation of principals is reportedly used by over fifty-one percent of the school districts who evaluate administrators (Northwest Educational Cooperative, 1986). In the Leadership for Excellence program, administrators attend an awareness workshop and complete a self-assessment instrument, focusing on practices in the five content strands to identify their leadership strengths and areas where additional development work would be useful (Blum, Butler, & Olson, 1988). The Center for Educational Administrator Development uses a multi-facted evaluation design that

includes both self-monitoring and self-assessment of instructional practices (Biles, 1979). The CEAD also provides workshop/in-service support, professional growth profiles, and a network/support program for leaders.

Self-evaluation must be within a formative evaluation process, one that serves to improve performance on the part of the principal. The American Association of School Administrators (1977) highly endorse self-evaluation as part of a program to establish goals and objectives.

Uniqueness of Study

The Evaluation of Principals as Instructional Leaders, through the the Illinois Administrators' Academy (1986), contain a list of competencies and indicators developed by Tucker (1984) used to evaluate principal leadership effectiveness. The Tucker model identifies seven competencies and indicators of completion. Three instruments are completed, one each by the superintendent, the teachers, and the students.

The Academy's Clinical Strand incorporates two self-assessments, The School Administrator's Assessment Survey and The Instructional Leadership Inventory that are interpreted by a designated clinical analyst (Brasscamp and Maehr, 1988). The plan for improvement

is developed cooperatively with a specialist and the principal. By participating in a cyclical self-appraisal process, a principal may be able to recognize leadership deficiencies and develop a plan to improve specific competency areas. Principals must develop a basis of individual performance determined by their own ideas and integrated with the expectations of others (Cross, 1981).

Successful leaders undergo a two-phase process in improving their performance. The first task is to acquire the knowledge and theoretical fundamentals of effective instruction. The second task involves planning to determine how these can be implemented in the context of a school setting. It is necessary to understand the fundamentals--what to do--and the situational context--how it can be done (Jacobson, 1988).

Review of Literature

Theories of Leadership

Rational assessment begins by generating and/or gathering information. Understanding the concepts of leadership theory is important to the overall understanding of individual leadership style and part of the informational gathering process. Terry (1987) describes five leadership theories that may be used to

better understand and communicate the concept of leadership. These five theories are classified as trait, situational, organizational, power, and vision. Understanding these theories, along with completion of several self-assessment instruments, aids in the formation of an overall view of the principal's leadership style.

Trait Theory

Outstanding leaders can be identified by several traits or personality characteristics. Stogdill (1948) reviewed 124 trait studies and found leaders characterized by several clusters of items that could be classified as capacity, achievement, responsibility, participation, and status. Also noted were that traits of leaders tend to differ with the situation (Stogdill, 1948). Leaders are self-selected and may be described as the designated/appointed/elected leader or the emergent leader. An elected leader is selected by the group and may be a reluctant leader. An emergent leader steps forward to meet the need. Both of these beliefs expound the "great man" concept.

Personality traits play a large role in understanding trait theory (Stogdill, 1948). Several personality inventories are available. The most widely used is the Myers-Briggs Type Indicator (MBTI).

Brightman describes the use of the MBTI with Mintzberg's leadership typology in Education Leadership (1984). Mintzberg's leadership roles are classified into interpersonal, informational, and decisional. Each role has three subroles that further explain the classification system. Brightman's model adapts the use of Carl Jung's Theory of Personality Types to classify principals' decision making strategies as measured by the (MBTI). The four decision styles are sensing/thinking, sensing/feeling, intuition/thinking, and intuition/feeling. Each style has benefits and no one decisions style is judged to be any better than the others. The findings of the Brightman study indicate that administrators who allocate more time for the decisional role, with emphasis on the entrepreneur subrole, were rated more effective as instructional leaders.

A personal traits checklist for the effective principal was developed by the National Association of Secondary School Principals and published in The Senior High School Principalship, Volume 3. That checklist includes the following items:

- Sets an example
- Is committed to quality
- Works at good human relationships

- Knows the community
- Has a good mental attitude and physical stamina
- Is committed to the staff and school
- Compromises to get agreement
- Maintains poise
- Is able to handle stress
- Creates a structure for things to happen
- Admits mistakes
- Doesn't take a conflict personally
- Leads from a positive approach
- Doesn't get too far ahead of the people he or she leads
- Is available to people
- Has an understanding family

The assumption is that a good leader would exhibit several of these traits and characteristics. One task of current educational leaders is to identify those natural leaders from the ranks of teachers and college students to attract them to educational leadership programs.

Trait theory tends to ignore the relationship between the leader and the group, indicating that leadership is solely a function of the one in charge (Bass, 1981). There are too many traits and

characteristics that may influence leadership to state that exhibiting a certain set of traits will yield quality leaders.

Situational Theory

The work of Fiedler (1971) demonstrates how leader effectiveness is dependent on many factors depending on the situation. Fiedler's contingency model of leadership is based on two types of leaders, those concerned about task accomplishment, and those who are concerned about relationships within the group. The instrument used to measure task versus relationship is the least preferred co-worker (LPC).

A high score on the LPC indicates a leader who is permissive, passive, and considerate of the people in his group. These leaders are more relaxed, friendlier, more compliant, less directive, and tend to reduce the group members' anxiety in work situations. Low scores on the LPC indicate a leader who is more controlling, active, and structured. They are less tolerant of irrelevant comments, produce less pleasant relationships within the group, are highly directive, and tend to induce anxiety in work situations. When the situation for exercising influence and leadership is very favorable or very unfavorable, task-oriented leadership styles are most effective. Situations only

moderately favorable for exercising influence and leadership are more productive under the relation-oriented leadership styles.

Situational favorability with its high degree of control and influence implies that the leader is certain that the decisions or actions made will have predictable results, will achieve the desired goals, and will satisfy the leader (Fiedler, 1978). At the favorable high control extreme and the unfavorable low extreme, the leader knows where he or she stands in relation to the group. In-between relations are more cloudy for the leader (Bass, 1981).

Using the Leader Behavior Description Questionnaire, Halpin (1958) depicted two dimensions of leader behavior, initiating structure and consideration. Initiating structure is the leader's ability to clearly define the role of the work group, by establishing well-defined patterns of organization and by developing methods and procedures. Consideration behaviors are those of friendship, mutual trust, respect, and warmth between the leader and the group. The general consensus is that an effective leader must balance both consideration and structure to accomplish individual and group goals.

Blake and Mouton (1964) studied the relationship of concern for people and of concern for production in managers. Using the T-P Instrument (Goldhaber, 1974), it is possible to locate oneself on the Leadership Grid as developed by Blake and Mouton. Leaders who are highly relationship oriented and low task oriented fall in the category of "country club management". The morale of the staff is important and leadership focus is with individual personality needs. A high concern for organizational goals and production is called task management, focusing specifically on high productivity. The effective leadership strategy is seen as a balance of concern for people and of production where both concerns for staff and production are equally stressed by the leader. The balance between people and product seems to work best in most situations. Blake and Mouton stress that leaders should strive for the style that balances working together with the groups they lead to achieve a common goal, while maintaining a good relationship with the people who make production happen.

Hersey and Blanchard (1977) refined and added to the Blake and Mouton Model to develop a situational model of leadership. This model continues the task and relationship orientation, but adds the situational

variable of the developmental level of the follower group. Leaders might adjust their behavior to suit a particular situation. The Leader Effectiveness And Adaptability Description instrument measures how a leader reacts in twelve leadership situations. The LEAD is designed to measure leader style, style range, and style adaptability based on situational leadership theory. Using the LEAD instrument, individuals obtain feedback on their perceptions of their own leadership style (Hersey & Blanchard, 1973). The instrument contains an extensive explanation and diagnosis section to aid in the development of insight into individual leadership style.

A primary emphasis of situational leadership is the leader's use of one-way or two-way communication that is dependent on the developmental level of the group. A leader may choose to tell, sell, participate, or delegate. Selling and participating require a high degree of relationship interaction from the leader, whereas telling and delegating have a low relationship factor. Individuals who need structure and guidance, may need the security of having the leaders determine the organizational goals and direction by telling them what is expected. Selling is appropriate when the leader must convince the staff that the goals of the

organization are important or when directing new changes that may be resisted by some teachers. A more participative style may be necessary when group members wish to be involved in decision-making. The leader may use this style when trying to build a cooperative relationship with the staff. A group of highly motivated teachers may require complete freedom and minimal direction from the principal. Organizational responsibilities are delegated to the group and carried out with minimum interaction from the principal.

Hersey and Blanchard contend that a leader's style will depend on the situational variables. A leader must first assess the group's developmental level and determine the appropriate style to achieve maximum efficiency and effectiveness.

Organizational Theory

Organizational theory provides a systematic body of knowledge upon which one bases assumptions about the nature of organizations and the behavior of people in them....theory is used constantly by administrators--albeit often in an intuitive and unexamined ways--as a basis for their professional work (Owens, 1987).

Leadership is the function of position and role of the person in charge of a hierarchical organization

(Terry, 1987). The chief executive officer (CEO) functions as the problem analyzer, decision maker, and communicator in a top-down management system. Work is arranged and related for effective accomplishment of organizational objectives (MacKenzie, 1969). The leadership role in a highly-structured organization is held by someone who exhibits the necessary skills and abilities that have been defined by position within the organization. In addition, the leader reflects and models organizational goals and objectives. Leaders are concerned with controlling and coordinating the behavior of the people in the organization.

Organizational theory can be examined from two perspectives: the bureaucracy and human resources management (Owens, 1987).

A bureaucratic approach emphasizes the roles of an administrator as:

1. inspector and evaluator, in control of authority and close supervision of workers.
2. maintainer of communication throughout the organizational hierarchy.
3. developer of written rules, set standards, and action plans to be followed.
4. promulgates clear plans and schedules for workers to follow.

5. ability to change organization to meet growth needs and changing conditions.

Educational reform in many states has taken this bureaucratic approach to legislating school improvement programs (Owens, 1987). Whether it is the state legislature or the state education department, school reform mandates have specified policy for local school districts that represent an assumed position of the top-down management hierarchy. The message is clear, teachers and principals should be held accountable for specified performance objectives, quality education must occur with the greatest cost efficiency (Owens, 1987). Management by Objectives and the Planning-Programming-and Budgeting Systems are an outgrowth of bureaucratic influence on educational systems (Owens, 1987).

Human resource managers view teachers as having the ability to create instructional change. Human resources management emphasizes using the conscious thinking of the individual persons about what they are doing as a means of involving their commitment, their abilities, and their energies in achieving the goals for which the organization stands (Owens, 1987). Any program for improvement of instruction should come from teachers. Decisions are shared because the group

shares common goals. Socialization of the workers to the values and goals of the organization becomes the controlling factor in leadership (Owens, 1987).

Two basic styles of leadership are democratic and authoritarian (Owens, 1987). A democratic leader allows the group to make decisions and to make individual choices about the job. The democratic leader will issue a few orders and serves as a group facilitator. The authoritarian leader makes most of the decisions alone, issues many orders and directives, and generally functions as the commander of the group. A third type of leader is the laissez faire leader. This leader gives little direction and allows complete freedom of decisions to the group.

The Leadership Ability Evaluation (LAE) assesses the pattern of decision making of a group leader based on democratic and authoritarian orientation. The LAE measures the four modes of laissez faire, democratic-cooperative, autocratic-submissive, and autocratic-aggressive. A total decision making score is also given.

Another measure of the leader's basic assumptions about the nature of the worker is found in McGregor's Theory X and Theory Y (1957). Theories X & Y each contain four basic opposing assumptions or beliefs that

are held by the leader. The Management Style Analysis (Sullivan, 1975), is a twenty statement self-checklist to gauge management behavior in relationship to one's beliefs using the basic assumptions of McGregor's Theory X and Theory Y.

A Theory X manager believes that people dislike work, must be closely supervised, and must be coerced to provide adequate effort for work. The manager further believes that the average worker will not seek responsibility, has little ambition, and seeks formal direction from the leader (McGregor, 1957).

A Theory Y manager believes that people see work as naturally satisfying. People are self-directed and are committed to organizational objectives. The average person, with proper leadership, seeks responsibility and is able to make good decisions about their work (McGregor, 1957).

Several popular studies have identified strong leaders based on the performance of a highly structured organization. Peters and Waterman (1982) studied excellence in several organizations by first identifying criteria for excellence and then finding companies that fit the criteria. Effective instructional leader research also identified the characteristics of an effective school and translated

those characteristics into an effective leadership model. Manasse (1984) identified characteristics that were common to high-performing systems. Edmonds (1982) identified five effective programs based on existing programs that are within schools, administered by state agencies, and have been identified through research. These programs focused on the organizational role in developing effective leaders.

Schools have characteristics of both bureaucratic and human resource organizational systems. Manasse (1984) describes this characteristic of schools as the ability of staff members to become aligned with school goals and still be somewhat free to pursue an individual creative role within the classroom.

Power Theory

Leadership is a function of power and falls into two classifications: Power as a social force or power as a potential social exchange (Bass, 1981). The use of leader power involves getting a follower to complete a task. The follower does the task because of the leader's control and influence (social force) or because the leader is able to give the follower something of value for task accomplishment (exchange power).

Power can be derived from one's person or from one's position (Bass, 1981). Personal power may be gained when the group is able to identify some characteristic of the leader that gains the trust and loyalty of the group. Two types of personal power are the father-figure and the charismatic. Groups tend to submit to powerful personal leaders when the leader is able to relieve the group of decision-making responsibilities (Bass, 1981).

Position power is derived through the role or situation a leader has within the organization or group. A leader is voluntarily granted considerable power by the members of the group, and they accept the influence and direction by shared agreement (Owens, 1987).

Fiedler (1984) described power as a third dimension of situational control that the organization confers on the leader for the purpose of getting the job done. One way an organization gives a leader power is to assign the person to a position that has certain rights, duties, and obligations. Leaders with power usually have a special title to indicate their rank, such as superintendent, principal, or president of the board of education (Fiedler & Garcia, 1987).

The Power Perception Profile as developed by Hersey and Natemeyer (1979) identified seven power bases, that were adapted from the work of Raven and Kruglanski (1975). The Power Perception Profile reflect individual perceptions of how the types of power are used as a basis for leadership. Power bases are described as coercive, connective, expert, informational, legitimate, referent, and reward. In general, subordinates are more satisfied when their superiors exercise expert and referent power (due to their person) than when they exercise reward, coercive, or legitimate power (usually due to their position) (Bass 1981).

Power sharing, leveling, and equalization are viewed as approaches to developing among followers full commitment and acceptance (Bass, 1981). Leadership empowers people to do their own work, not the work of "a leader" (Terry, 1987). A leader is another member of the group who helps it to develop ways of interacting that facilitate achieving the goals that the individuals share (Owens, 1987).

Vision Theory

Leaders who develop future imaging are said to have a sense of vision. Vision is the capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization (Sergiovanni, 1984).

Hickman and Silva (1984) define vision as a mental journey from the known to the unknown, creating the future from a montage of current facts, hopes, dreams, dangers, and of opportunities. This is a process of seeing a whole picture and projecting where the leader wants to be at a given point. Vision provides a clear view of what success looks like for the school district (CSLA, 1987). A visionary leader would gather information and predict where the school will be in 4 or 5 years. The vision is constantly updated, refined, and persistently pursued.

A visionary executive has the ability to articulate organizational philosophy through repeated contacts with employees at all levels (Hickman & Silva, 1984). The leader is receptive, expressive, supportive, and is excited by new ideas. Bennis and Nanus (1985) further describes a visionary leader as having the ability to translate the vision into reality by concentrating on key elements of

success and motivating all employees to embrace the vision.

The Executive Vision Self-Examination is a ten-statement assessment of a leader's vision potential. A leader circles the column that best describes their leadership vision. A score of 50 is a true visionary. Anything under 30 is described as needing some improvement.

An effective instructional leader projects his/her vision of an effective school and then transforms that vision into a reality (CSLA,1987). A sense of purpose is important to help make decisions and develop goals for school wide improvement programs. Principals with vision concentrate on getting goals accomplished. Sergiovanni (1984) uses the terms symbolic and cultural leadership. A symbolic leader makes the vision easy to understand by communicate the vision with words and examples. The cultural leader is the "high priest" of the school, defining, articulating the values and beliefs of the school district.

A Model of Leadership

Terry (1987) synthesized the theories of leadership into a simple model that includes aspects of each leadership theory. Within the framework of a

diamond, leader theory can be described in the areas of mission, structure, resources, and power.

Mission is a direction term, that toward which human action moves. Power is an energy term, that by which human action moves. Structure is a process term, that through which human action moves. Resource is a material term, that with which human action moves.

This model give equal weight to defining a mission, organizing structure, using appropriate power, accomplishing goals, and utilizing resources. The role of the principal in the school improvement process must be viewed in terms of the many factors that affect it rather than assuming that change can occur by changing one variable (Hall, Rutherford, Hord, & Huling, 1984).

Effective leaders appear to apply, intuitively, the theories that see leadership as systems of individuals and resources, and that recognize appropriate substitutes for leadership (Kerr, 1976).

Effective Instructional Leadership

Leadership by the principal has been determined to be a key ingredient in the effective school movement. Edmonds (1982) defines an effective school as one that need not bring all students to identical levels of mastery, but must bring an equal percentage of highest and lowest social classes to minimum mastery. Students

are expected to learn and they must perceive that they are expected to learn. School academic norms must be recognized as setting the standard for high student achievement (Brookover, 1979). Edmonds identifies effective school's characteristics as the principal's leadership and attention to the quality of instruction; a pervasive and broadly understood instructional focus; an orderly safe climate conducive to teaching and learning; teacher behaviors that convey the expectations that all students are expected to obtain a least minimum mastery; and the use of measures of pupil achievement as the basis for program evaluation. A principal must take charge to determine the focus of the school toward the fulfillment of these effectiveness factors.

School effectiveness corresponds with student performance. The differences are traced to the actions of the principal (McCurdy, 1985). In schools with significant improvements in student achievement, the principals are strong instructional leaders, more disciplinarian, and assume the responsibility for the evaluation of the achievement of basic objectives (Brookover, 1979).

In a synthesis on research on principal leadership, completed by the Northwest Regional

Educational Laboratory (1984), effective principals perform tasks in five specific instructional areas:

1. Has a clear vision of the school.
2. Establishes a safe and orderly environment.
3. Maintains curriculum goals and priorities.
4. Knows quality instruction and works to improve instruction.
5. Monitors school wide performance.

Hallinger and Murphy (1987) classify these areas as the functions of a principal to define the mission of the school, to communicate the goals of the school, to manage the curriculum, and to provide a positive school climate. Functioning as the curriculum and instructional manager, the principal knows the curriculum and coordinates, supervises, evaluates, and monitors the progress of the entire instructional program. In addition, the principal functions as a promoter of a positive school climate by establishing school standards and expectations, protecting time on learning opportunities, and encouraging staff development and improvement. Hallinger and Murphy (1988) use the Principal Instructional Management Rating Scale (PIMRS) to appraise principal's leadership skills based on these fourteen functions of instructional leadership. The instrument contains fifty

statements about leadership behaviors. Respondents indicate the degree to which they perceive their performance over a school year.

Hager and Scarr (1983) profiled instructional leaders as having skills in the areas of planning (setting priorities), directing (process of setting goals and objectives), organizing (establishing system to carry out plans), human effectiveness (positive relationships, motivation of staff), and controlling and monitoring (evaluation of staff). The use of this model allows further examination of the principal's role in working with the community, staff, and students to develop a total school program for improvement.

Sergiovanni (1984) argues that being an effective school with effective leadership is not enough. Schools and principals should strive for excellence through the use of leadership forces. These forces are described as:

1. Technical--derived from management techniques
2. Human--derived from harnessing available social and interpersonal resources.
3. Educational--derived from expert knowledge about matters of education and schooling.
4. Symbolic--derived from focusing the attention of others on matters of importance to the school.

5. Cultural--derived from building a unique school culture.

The technical, human, and educational forces of leadership provide the "critical mass" for competent schooling. A critical mass is an accumulation positive qualities that are needed to be successful (Austin, 1979). Successful schools have similar positive qualities, but there is no specific mass of qualities that guarantee successful results. Each school and principal must develop the criteria for improvement and success, specific to the principal, within the school organization. Cultural and symbolic leadership forces are essential to excellence in schooling (Sergiovanni, 1984).

Chapter 3

Design of Study

The Instructional Leadership Self-Assessment (ILSA) is a research based instrument synthesized from several current leadership studies. Goal statements are based on the research models of Tucker & Bray (1984), Hall et al. (1984), Hallinger & Murphy (1987), Edmonds (1982), DeBevoise (1984), and the work contained in the Illinois Administrators' Academy Monograph Series Paper #1 (1986) and #4 (1988). Characteristics of an effective instructional leaders

are identified and translated into the goals contained in the instrument. The descriptors of individual leadership competence further define the goal statement in measurable outcomes. An action plan is suggested as a starting point for improving instructional leadership skills along with references to additional resource material.

The ILSA uses a Discrepancy Evaluation Model (Provus, 1971) approach that establishes standards based on research, measures current levels of individual performance (self reported), and compares that level of performance with the established standards. In addition, the ILSA encourages the respondent to use and/or develop an individual action plan to improve leadership competencies.

The instrument utilizes information from the School Effectiveness Program (Hallinger et al, 1986). This research classifies the leadership dimension into the areas of defining the mission, of managing curriculum and instruction, and of promoting positive school climate. The School Effectiveness Program further delineates these dimensions into ten functions of instructional leadership. These are framing goals, communicating goals, knowing curriculum and instruction, coordinating curriculum, supervising and

evaluating, monitoring progress, setting standards, setting expectations, protecting time, and promoting improvement activities. Examination of the instrument, "Assessing the Instructional Leadership of the Principal" (Tucker & Bray, 1984) indicated a list of nine competency areas, each with several indicators of performance and behavioral descriptors. The Leadership Academy of California lists sixteen leverage points for improving student learning (1987). Synthesizing these works and utilizing the work of DeBevoise (1984) results in the development of the twenty goals statements of the ILSA. Each goal statement is clarified by four or five descriptive competency statements. The competency statement identifies the specific areas of expertise that must be accomplished to perform the listed goal. At least two examples of competency are given with each goal.

The instrument is scored by use of a 1 to 5 (one being a low score) rating scale, with each item in the competency descriptors representing 1 or 2 possible points. A maximum score of 100 is possible, individual dimension scores are available in the areas of vision, curriculum, and climate. Each item is also prioritized by the respondent after initial scoring is completed.

The action plan is develops a concise method to improve leadership skills and encourages the use of a time line for completing self-improvement activities. A resource list, name and title only, is given on the page, with a more complete reference list is located at the end of the instrument.

Use of Instrument for Data Collection

The Instructional Leadership Self-Assessment (ILSA) is designed to give both a broad overview of the principal's leadership ability and to serve as a resource for further improvement of instructional leadership skills. The instrument is composed of twenty goal statements based on effective leadership research and is divided into eight sections. The upper half of the page is the self-diagnosis of the current situation and contains indicators of performance. The lower half establishes a plan for personal growth opportunities with a sample action plan. Several resources are listed along with a time line to encourage planning the improvement strategy. Suggestions for growth are given in the action plan.

The goal statement is located on the top line of the instrument. Several descriptors of the goal are given in the upper left hand corner of the instrument. The respondent reads each descriptor carefully.

Following each description is a number enclosed in parenthesis. The number indicates the score for that descriptor. If the respondent feels he/she exhibits that competency, the points are circled. All circled points are totalled in the middle rating section. An ideal score would total 5 points. Evidence of performance is then displayed in the section in the upper left corner of the form. These serve only as examples of how the competency may be performed. Respondents are encouraged to identify specific evidence as they complete the form.

The lower half of the instrument includes an action plan of specific behaviors that may be used to develop a plan for personal growth in the goal and competency areas. The respondent may wish to include several personal items in their plan. A timeline is provided for expected completion time. Several appropriate resources for further information for research on the topic are provided in the lower right section of the instrument.

The bottom line contains a priority line. After completion of the entire twenty goal sheets, the respondent prioritizes each statement in order of importance, with 1 being the most pressing to accomplish and 20 the least pressing.

A score sheet concludes the instrument. Scores are totalled in the areas of vision, curriculum, and school climate. An overall score is also totalled. A brief discussion of the scores and a call for further professional growth completes the instrument.

Chapter 4

Instructional Leadership Self-Assessment

The Instructional Leadership Self-Assessment (ILSA) is an instrument designed to assist principals in identifying instructional leadership characteristics and to begin a process of improving individual instructional leadership skills. Areas of assessment in the ILSA are classified as defining and clarifying a mission statement, managing curriculum and instruction, and promoting a positive school climate. These areas have been identified through research as having a positive effect on improving student performance (McCurdy, 1985). The instrument utilizes research from the areas of leadership theory, school effectiveness, instructional leadership, and organizational leadership. Emphasis is placed on developing a "critical mass" (Austin, 1979) of positive leadership qualities to be successful.

The (ILSA) is a research based instrument synthesized from several current leadership studies.

Goal statements are based on the research models of Tucker & Bray (1984), Hall et al. (1984), Hallinger & Murphy (1987), Edmonds (1982), and DeBevoise (1984). Additional research contained in the Illinois Administrator's Academy Monograph Series Papers #1 (1986) and #4 (1988) is also utilized. Characteristics of an effective instructional leader are identified and translated into the goals contained in the instrument. The descriptors of individual leadership competence further define the goal statement in measurable outcomes. An action plan for beginning self-improvement and additional resources specific to the goal are also given in the instrument. Appendix A provides the complete Instructional Leadership Self-Assessment Instrument.

Chapter 5

Summary

The Instructional Leadership Self-Assessment is an instrument that may be used by educational leaders to diagnose instructional leadership skills and plan for the improvement of leadership skills. The ILSA is a research based instrument that identifies the functions, behaviors, and actions of an effective educational leader to develop the standards for performance. A discrepancy model is utilized to score twenty goal statements, each of which are characterized by four or five descriptions of competency. Samples of competency are given as is a sample action plan for improving instructional skills. Respondents are encouraged to use the resource list provided to develop a personal action plan for improvement and develop specific timelines for completion of the action plan.

Findings

Hallinger and Murphy (1987) state that schools should use appraisal methods that not only serve accountability purposes, but also assist principals in their professional development. This project provides current research that enables a principal both self-evaluate leadership ability and plan for further development.

Instructional leadership can be defined in three dimensions: defining the school's mission, managing the instructional program, and promoting a school climate conducive to learning.

Effective leaders must first define the school's mission and be able to communicate that mission to both the community and staff. It is imperative that school goals are clearly defined, shared, and discussed with everyone who has a stake in school improvement activities.

As an effective leader, the principal is responsible for development, implementation, coordination and evaluation of the curriculum. Principals have their greatest impact on student achievement when they closely monitor student and teacher progress both within the classrooms and as a school as a whole.

A positive climate influences student and staff attitudes and behaviors. By maintaining a safe, orderly environment, protecting academic learning time, providing staff development activities and promoting reinforcement of academic achievements, a principal can greatly impact the school improvement activities within the school.

Using the ILSA further defines the functions and behaviors of effective leaders through the use of

twenty goal statements and competency descriptors. Current research indicates that principals can impact student achievement.

Recommendations

Principals should be familiar with leadership styles and motivation theory in order to better understand why people can be lead and how to be a more complete leader. Instructional leaders should be encouraged to learn from the recent business leadership research on leadership. This information can be adapted with school organization and instructional leadership.

The ILSA should be field tested with a sample of principals, superintendents, and professional educators throughout the state. A pre test should be given at the beginning of the school year, with a post test follow up. Any instructional leadership activities should be noted and quantified in the evidence of completion section of the instrument.

The ILSA is designed to be self-reporting and easily administered. This style may be easily adapted to a user friendly computer program and utilized by more principals through the state. Additional statistical information may be completed and immediate feedback obtained with the use of microcomputers. The

program may be included that gives specific and currently updated research to the respondent.

Interpreting the Results of ILSA

An overall score of 80 or better would indicate the principal may have reached a critical mass of characteristics and behaviors that indicate instructional leadership. Scoring below 50 points (less than half competency) would indicate a strong need to re-examine behavior, to seek professional growth activities through developing an individual action plan.

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Appendix

INSTRUCTIONAL LEADERSHIP:
A SELF-ASSESSMENT INSTRUMENT FOR PRINCIPALS

by

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1989

Instructions for using the ILSA

Read the goal statement located on the top line of each page and read the descriptors of the goal in the upper left hand corner. Following each description is a number enclosed in parenthesis. This number indicates the score for that descriptor. If the respondent feels he/she exhibits that competency, circle that descriptor. Total all circled numbers from the middle rating section. A maximum score is 5 points, minimum score is 1. A non-response would indicate no competency with a specific descriptor. Respondents are encouraged to identify specific evidence as they complete the form. At least two evidence of competency statements are given in the top right hand column. Each statement indicate actions a principal may exhibit in mastery of this goal. These serve only as sample evidence and are not meant to be all inclusive.

Scoring of individual ratings of competencies should be completed before moving to the lower half of the page. A talley sheet is provided at the end of the ILSA. Transfer each score to this page after completing the instrument.

GOAL: The principal develops a mission for the school that focuses on student achievement.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPEIENCY	
1. Searches for ideas, concepts, and ways of thinking until clear vision becomes apparent. (1)	5	1. 3 to 5 statements written/communicated to staff.	
2. Integrates school philosophy and values into easy to understand mission statements. (1)	4	2. Informal/formal discussion with staff about vision statement.	
3. Constantly looks for ways to improve or augment the vision by observing changes in the school system.(1)	3		
4. Draws on staff to add to mission statement and acts in a supportive manner.(2)	2		
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Identify stakeholders and enlist their assistance in clarifying mission.	Aug. Sept. Oct. Nov. Dec.	Hickman & Silva, <u>Creating Excellence</u> , 1984 Chapt. 7	
2. Gather information from a variety of sources	Jan. Feb. March April May	NASSP, <u>Developing a Mission Statement for the Middle Level School</u> , 1987	
3. Draft 3 to 5 agreed upon statements. Short and focused on student achievement.			
4. Measure success in terms of ability to fulfill the vision.			
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal communicates the vision to the school's constituency.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Regular and Systematic procedures used to get out the message.(1)	5	1.A variety of methods are to sell the public on the mission statement.	
2. Commitment to and persistence in getting out the school's message.(1)	4	2.Talks with students about goals and achievement.	
3. Develops a unique school cultural identity. (1)	3		
4. Take charge image, living school goals, values, and beliefs. (1)	2		
5. Persuades stakeholders to follow goals and objectives as outlined in the mission statement.(1)	1		
ACTION PLAN FOR PROFESSIONAL GROWTH	TIME LINE	RESOURCES	
1. Present the statement at a faculty meeting.	Aug.	Peters & Waterman, 1982	
2. Explore consequences of statement with staff.	Sept.	In Search of Excellence.	
3. Distribute written statement to students, staff, and community.	Oct.	Bennis, W. & Naus, , B. 1985,	
4. Gather endorsement from from community groups.	Nov.	Leaders: The Strategies for Taking Charge	
5. Always speak to groups about mission/ vision of school.	Dec.		
6. Develop a family attitude We are in this together.	Jan. Feb. March April May		
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal manages the curriculum.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Insures that instructional objectives correlate with curriculum content.(1)	5	1. Support and coordinate SLO program.	
2. Curriculum focus is on development of cognitive skills with emphasis on reading and writing.(1)	4	2. Serves with committee in selecting materials and reviews current curriculum material.	
3. Coordinates scope and sequence across grade levels.(1)	3		
4. Completes needs assessment of and evaluates the curriculum on a continual basis.(1)	2		
5. Maintains consistency in testing program to ensure objectives are measured by tests. (1)	1		
ACTION PLAN FOR PERSONAL DEVELOPMENT	TIME LINE	RESOURCES	
1. Plan and implement instructional program based on the assessment of student needs.	Aug.	Brandt, R. Content of the Curriculum, ASCD Yearbook, 1988	
2. Use a variety of techniques to evaluate effectiveness of total program.	Sept.		
3. Allow for input from staff.	Oct.	Marzano, et.al. Dimensions of Thinking: A Framework for Curriculum and Instruction.	
4. Base decisions on best information available.	Nov.	ASCD, 1988	
	Dec.	Glatthorn, Curriculum Renewal, ASCD, 1987	
	Jan.		
	Feb.		
	March		
	April		
	May		
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal coordinates the instructional process.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Assist teachers in developing effective teaching skills necessary to meet objectives. (1)	5	1. Discuss current effective teaching techniques at staff meetings.	
2. Insure that materials used and instruction techniques used by teachers student learning style and learning needs. (1)	4	2. Allow teachers time to meet and exchange ideas with other professionals.	
3. Promote the use of innovative and creative programs that are compatible with objectives. (1)	3	3. Reward and publish innovative approaches to teaching.	
4. Assists teachers to focus instruction based on school goals and objectives. (1)	2		
5. Encourage staff to use current educational research on effective teaching techniques. (1)	1		
ACTION PLAN FOR IMPROVEMENT		TIME LINE	RESOURCES
1. Read current effective teaching research and distribute highlights of research to staff members.			NASSP, The Practitioner The Effective School. October 1984
2. Provide opportunities for staff to discuss the research and how it applies to their specialty.			Georgiades, William, Excellence in Schooling: Effective Styles for Effective Schools, Video NASSP
3. Conduct department meetings to discuss and coordinate curriculum within the district.			
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal monitors the performance of the teaching staff.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Assists teachers establishing instructional improvement goals. (1) 2. Frequently monitors classroom instruction. Using Management by Walking Around technique. (1) 3. Provide feedback on instructional practices to the teachers. (1) 4. Coaches, mentors, and consults with teachers on ways to improve instructional process. (1) 5. Provides teacher evaluation based on clinical supervision model. (1)	5	1. Visiting classes everyday and talking with teacher about instruction during visit.	
	4		
	3		
	2	2. Teacher and principal cooperate on plan to improve quality of instruction.	
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Attend clinical supervision session held by ISBE, NASSP, or PDK. 2. Hold pre and post conference meetings with teacher. 3. Walk into each classroom at least once per week. 4. Hold informal discussions with teachers about what they are teaching.		Lemley, Raymond. <u>Evaluation Your Key to Improving Learning</u> . NASSP Video NASSP Monograph, <u>Teacher Evaluation: Five Keys to Growth</u> , 1986	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal provides the staff with professional growth opportunities.

DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY
1. Guide staff member to participate in professional development activities designed to meet the needs of the individuals and the school.(2)	5	1. Provide teachers lounge with copies of professional literature
2. Encourage the staff to conduct and use professional research. (1)	4	2. Encourage participation in educational organizations.
3. Provide in-service opportunities for staff that will improve the quality of instruction in the school and promote individual growth.(1)	3	3. Provide in-service activities based on teacher needs.
4. Share current research with staff.(1)	2	
	1	
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES
1. Provide individual improvement plans for staff members with specific needs.	Aug. Sept.	Bartell, C. 1987, Incentives that Enhance the Teaching Profession
2. Provide staff development activities that include new instructions skills or promote new strategies for learning	Nov. Dec.	
3. Offer personal and financial support through the budget for development activities.	Jan. Feb.	Hovey, K., 1987, Issues and Problems in Professional Development
4. Provide assistance for new ideas.	March April May	

PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

GOAL: The principal monitors student progress.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Review grade reports, attendance records, and standardized test results. (1)	5	1. Test scores are charted on a yearly basis for all students	
2. Use test results to make improvements in curriculum. (2)	4	2. Local norms are established with expected performance levels to be obtained	
3. Share test results with teachers/community. (1)	3		
4. Use test results as instructional diagnosis for individual students. (1)	2		
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Establish clear performance standards for testing program.		NASSP The Practitioner.	
2. Review testing procedures and testing instruments.		Testing for School Improvement. March 1985	
3. Insure that tests measure teaching goals.		Archbald, & Newmann, Beyond Standardized Testing	
4. Analyze test results/chart progress of groups and individual students.		NASSP Monograph, 1988	
5. Establish yearly review of testing program. Report to community.			
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal promotes and supports standards of excellence in student performance.	
DESCRIPTION OF COMPETENCY	EVIDENCE OF COMPETENCY
1. Reviews district policies to determine the effects they have on student achievement. (1)	5
2. Encourages strengthening standards to promote student achievement. (1)	4
3. Evaluates academic standards and grading policy on a yearly basis. (1)	3
4. Policies and standards are communicated to students, faculty, and community. (1)	2
5. Emphasis is placed on every student doing their best everyday. (1)	1
ACTION PLAN FOR IMPROVEMENT	
1. Identify current policies on student achievement.	TIME LINE
2. Identify students who score above or below expected achievement levels.	RESOURCES
3. Reward student achievement.	Krumboltz, J., 1987, <u>The Key to Achievement: Learning to Love Learning</u> Goodlad, J., 1984, <u>A Place Called School</u>
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	

COAL: The principal promotes student achievement.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Establish clear guidelines for promotion, homework, absenteeism, tardiness, and grading. (1)	5	1. Extensive use of recognition systems:	
2. Works to establish consensus among staff on student achievement goals. (1)	4	Awards assemblies	
3. Establishes student achievement as number 1 priority of school system. (2)	3	Honor roll	
4. Use positive reinforcement for all students who make progress toward achievement goals. (1)	2	Certificates	
	1	News stories and student success stories.	
		Pat on the back.	
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Develop a plan with school/community to recognize student performance.		TESA, Teacher Expectations and Student Achievement, Staff, Kerman Associates	
2. Recognize at least two students per day, as accomplishing school goals and objectives.		Foyle, H. & Bailey, G. 1985, A Homework Guide: Winning the Game of Student Achievement	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal promotes a positive school climate conducive to learning.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Expectations for students and staff are clearly defined. (1)	5	1. Flexible discipline policy communicated and enforced.	
2. Establish and enforce building wide discipline plan that is fair and consistent (1)	4	2. Use feedback with students and staff without stigmatizing.	
3. Promote mutual respect of faculty and students individual integrity and ability. (1)	3	3. Opportunities are present that allow students to use new information.	
4. Recognizes and praises staff and student accomplishments. (1)	2		
5. Provides support for staff from internal and external pressures.(1).	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Begin at the classroom level. 2. Provide a firm but humane system of classroom management. 3. Assess the climate using a variety of school climate instruments. 4. Adopt a collaborative problem-solving approach to decision making. 5. Use a system of intrinsic and extrinsic rewards for faculty and student.		Duttweiler, Patricia C. "A Practical School-Based Method for Improving the School Learning Climate." Spectrum 4, (1986):18-22 O'Neal, Donna & others.(1987) Improving School Climate: Monographs in Education. Athens, Georgia U. of Georgia	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal protects academic learning time.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. School wide policies exist for ensuring uninterrupted instruction. (1) 2. Insures that teachers' plans reflect a minimum prescribed time for each curriculum area. (1) 3. Insures that students involved in the academic tasks are performing at a high success rate. (2) 4. Insures that lessons are structured and that directions for task procedures are clearly articulated to students.(1)	5	1.Minimize classroom pullouts and interruptions.	
	4	2. Observe students on task and successful	
	3		
	2		
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Conduct a needs assessment that compares time on task and engaged time. 2. Develop a policy with the faculty to insure uninterrupted instruction and to minimize pullouts to non-peak learning times. 3.Encourage teachers to structure lessons to provide learning experiences throughout the class period.		Inglis, S. A. <u>Beginning Teacher Evaluation Study</u> , Far West Laboratory for Educational Research and Development. 1980 Hunter, M. <u>Mastery Teaching El Segundo, Ca. TIP Publications</u> , 1982	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal provides a safe and orderly environment for learning.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Discipline procedures and policies are written and articulated with students.(1)	5	1. Constantly revised district policies, student handbook, and universal student c.d..	
2. Rules and regulations, with possible consequences for non-compliance, are formulated by a committee of teachers and parents.(1)	4		
3. Students are encouraged to share responsibility for their behavior.(1)	3		
4. Develop a school behavioral program that includes punitive and non-punitive modification of student behavior.(1)	2	2.A hierarchical arrangement of the modification program.	
5. Use group and individual rewards with an emphasis on prevent behavior problems.(1)	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Develop a cooperatively written behavioral management program.		NASSP. Bulletin, Vo. 72, No. 504, Jan. 1988 entire issue.	
2. Explain teachers' roles and responsibilities in the management program.			
3. Provide staff development activities that support and explain behavioral management concepts.			
4. Encourage students to accept responsibility for their misbehavior and insure due process rights of students.			
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: Participates in personal professional growth opportunities.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Attend professional workshops geared to improve professional competencies. (1) 2. Utilize current educational research for school improvement. (2) 3. Develop individual professional growth goals for improvement. (1) 4. Provide a written improvement plan based on self-evaluation. (1)	5	1. Continually updating skills by attending administrators academy activities.	
	4	2. Reading and sharing professional publications with staff.	
	3	3.	
	2		
	1		
ACTION PLAN FOR IMPROVEMENT		TIME LINE	RESOURCES
1. Participate in the administrators academy. 2. Attend graduate level classes to improve skills. 3. Participate in professional organizations to share and discuss information and ideas. 4. Participate in leadership analysis and develop written improvement plan.		Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May	1. Educational Leadership magazine 2. Phi Delta Kappa magazine 3. NASSP Bulletin
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal acts a an effective change facilitator.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Encourages staff to make a committment to improvement. (1) 2. Plans and designs improvement activities with cooperation of staff. (1) 3. Implements improvement strategies.(1) 4. Focus staff on problem solving and participation in school improvement activities. (2)	5	1. Observable improve- behaviors in the classroom.	
	4	2. Schedule reflects needs of improve- activities.	
	3	3. Focus of staff is on change and school improvement.	
	2		
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Establishes goals and vision for change. 2. Provide community awareness activities. 3. Developt high expectations for improvement activities. 4. Enlist the aid of teacher leaders and risk takers to implement programs. 5. Be persisitent in implementation.	Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May	Achilles, C.M. A Vision of Better Schools Hall, G., et al. "Effects of Three Principal Styles on School Improve- ment." Educational Leader- ship 41,5 (1984)	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal creates a positive public relations program.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Keeps the community informed of activities, needs, and successes of the school. (1)	5	1. Press releases that emphasis school successes. 2. Written plan for dealing with public relations emergencies	
2. Develop working relationship with the mass media, enabling school to build a positive public image. (1)	4		
3. Collaborates with community groups to provide mutual support and resources when possible. (1)	3		
4. Assesses community's values and expectations in developing school programs. (2)	2		
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Develop a district public relations plan. 2. Involve staff and community in public relations planning. 3. Be aware of sub-groups and interest groups needs within the community. 4. Maintain open, two-way communication 5. Coordinate school and community activities, when possible.	Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May	National School Public Relations Association, 1980, <u>Evaluating Your School PR Investment</u>	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal provides adequate instructional resources.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Allocate resources on basis of staff input.(1) 2. Resources are fairly distributed and maintained within budget framework.(1) 3. Additional funding methods are employed to generate special needs. (1) 4. Clearly defines the role of support staff in augmenting the instructional program.(1) 5. Develops a resource file of community/local resources.(1)	5	1. Budget items are prioritized as to need	
	4	2. All materials are ready the first day of school.	
	3	3. Alternative ways are found to provide need	
	2	items that are not provided in budget.	
	1		
ACTION PLAN FOR IMPROVEMENT		TIME LINE	RESOURCES
1. Develop school/community/business partnerships that may lead to alternative funding/resource management opportunities. 2. Provide opportunities for teacher input into budget concerns and resource management. 3. Establish resource file, contact local citizens/business for support.		Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May	Honeyman, D. & Jensen, R., 1988, <u>School-Site Budgeting, School Business Affairs</u> Spear, L., 1983, <u>School Site Budgeting/Management.</u> ERIC #231 082
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal manages conflict.				
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY		
1. Recognizes conflict between people as normal part of everyday situations. (1)	5	1. System of conflict management is discussed with staff prior to real conflict situation		
2. Listens to both sides/understands needs for both sides to express feelings. (1)	4	2. Anticipate conflict areas.		
3. Analyzes situation/resolves situation so as to provide best educational solution. (1)	3	3. Listen to peoples concerns.		
4. Plans resolution of conflict by avoiding win-lose situations.(1)	2			
5. Redirect conflict to more productive educational endeavors. (1)	1			
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES		
1. Examine situation--Competitive, avoiding, accommodating, sharing, or collaborative?	Aug.	Thomas, K. "Conflict and Conflict Management"		
2. Determine cause and eliminate source of concern if possible.	Sept.	Handbook of Industrial		
3. Consider long-term effects of conflict on school climate/staff relations	Oct.	Industrial Psychology.		
4. Focus staff on need for conflict management.	Nov.	p. 900		
	Dec.	NASSP. Conflict		
	Jan.			
	Feb.			
	March			
	April			
	May			
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20				

GOAL:The principal makes effective decisions.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Develop and implement plans designed to achieve school wide goals and objectives. (1) 2. Match decision making techniques to particular situations. (1) 3. Analyze the decision making process in the school. (1) 4. Delineate decision making responsibility to staff when appropriate. (1) 5. Demonstrate flexibility by adjusting plans and procedures as necessary.(1)	5	1. Form an advisory counsel.	
	4	2. Use a variety of decision making techniques.	
	3	3. Provide a number of alternative solutions whenever possible.	
	2		
	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Use team approach to decision making when possible. 2. Utilize best information and a variety of sources for input. 3. Involve staff in decisions that involve them. 4. Develop a framework of decision making and share that framework with the staff.	Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May	NASSP, <u>Decisions</u> AASA, <u>School Based Management</u> Brightman, H., 1984, Improving Principals' Performance Through Training in the Decisions Sciences, <u>Educational Leadership</u>	
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal develops and maintains effective human relationships.			
DESCRIPTION OF COMPETENCY	RATING	EVIDENCE OF COMPETENCY	
1. Demonstrates knowledge and skill in interpersonal relations. (1)	5	1. Knowledge of what motivates individual staff members.	
2. Facilitates large and small group performance. (1)	4	2. Stimulate high morale of staff.	
3. Builds consensus among staff for program development. (1)	3	3. Availability to staff as a resource.	
4. Motivates staff to perform duties at best of capabilities. (1)	2		
5. Uses a proactive style that encourages and supports teachers. (1)	1		
ACTION PLAN FOR IMPROVEMENT	TIME LINE	RESOURCES	
1. Develop a plan that recognizes and rewards teachers for quality teaching.	Aug.	Sergiovanni, T., 1984, Leadership and Excellence in Schooling. Educational Leadership	
2. Encourage self-direction and self-improvement among staff.	Sept.		
3. Act as a buffer to "ill winds" and from the community/parents.	Oct.		
4. Provide teacher incentives for performance.	Nov.		
	Dec.		
	Jan.		
	Feb.		
	March		
	April		
	May		
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			

GOAL: The principal promotes a positive organizational climate in the school.				
DESCRIPTION OF COMPETENCY		RATING	EVIDENCE OF COMPETENCY	
1. Simultaneous loose-tight properties of school management. (2)		5	1. Few goals, many methods.	
2. Clear organizational structure, related through established policies. (1)		4	2. Clear goals/high expectations are commonly shared.	
3. Works with staff in a collegial relationship. (1)		3	3. Promotion of yearly motto or goal that is built through consensus and "lived" by staff.	
4. Concentrates on student learning by frequent and positive statements such as "Study hard and learn" or "You can do it" (1)		2		
		1		
ACTION PLAN FOR IMPROVEMENT		TIME LINE	RESOURCES	
1. State expected outcomes.		Aug.	<u>Owens, R., 1987, Organizational Behavior in Education</u> <u>Sergiovanni, T. & Corbally, J. 1984, Leadership and Organization Culture: New Perspectives on Administrative Theory and Practice</u>	
2. Allow teachers freedom to meet those outcomes using a variety of techniques		Sept.		
3. Provide feedback and supervise teacher performance.		Oct.		
4. Be honest, respectful, and supportive of staff.		Nov.		
5. Evaluate each project on its own merits.		Dec.		
		Jan.		
		Feb.		
		March		
		April		
		May		
PRIORITY RANKING: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20				

Scoring the ILSA

List scores in the ranking section and priority section comparatively.

Goal	Ranking	Priority
1. Develop mission	_____	_____
2. Communicate vision	_____	_____
Vision score	[____]	[____]
3. Manages curriculum	_____	_____
4. Coordinates instruction	_____	_____
5. Monitors teachers	_____	_____
6. Staff Development	_____	_____
7. Monitors Students	_____	_____
8. Sets standards	_____	_____
9. Promotes Achievement	_____	_____
Curriculum score	[____]	[____]
10. Positive Climate	_____	_____
11. Protects learning time	_____	_____
12. School Discipline	_____	_____
13. Personal Growth	_____	_____
14. Facilitates Change	_____	_____
15. Community Relations	_____	_____
16. Resource Allocation	_____	_____
17. Conflict Manager	_____	_____
18. Decision Maker	_____	_____
19. Human Relations	_____	_____
20. Organizational	_____	_____
Climate score	[____]	[____]

TOTAL SCORE

Examine the priority column. Prioritize each goal statement, with 1 being the highest priority to 20 being the lowest. Place these numbers in the priority column and in the priority ranking section at the bottom of each goal statement page. Add the scores

down the column, but do not total the scores in the [___]. Maximum total score is 100 points.

The vision score, curriculum score, and climate score are totals of the items directly above that item. Place these totals in the blanks marked [___]. Vision is a total of items 1 and 2. Curriculum is a total of items 3, 4, 5, 6, 7, 8, & 9. Climate is a total of items 10 through 20.

Follow the same method for figuring the section score under the priority column. An overall score is not needed in this column, but section scores are used for comparative purposes.

Interpreting the Results of ILSA

An overall score of 80 or better would indicate the principal may have reached a critical mass of characteristics and behaviors that indicate instructional leadership. Scoring below 50 points (less than half competency) would indicate a strong need to re-examine behavior, to seek professional growth activities through developing an individual action plan.

The principal should consider the following questions when analyzing ILSA results.

1. What are the highest scored and lowest scored areas? These would indicate strong and weak areas respectively.

Highest scores	Lowest scores
_____	_____
_____	_____
_____	_____

Develop an action plan based on improving the lowest scored areas.

2. Compare overall section scores with maximum (ideal) section scores listed below.

Section	Ideal	Actual	Difference
Vision	10	_____	_____
Curriculum	35	_____	_____
Climate	50	_____	_____

3. Examine the priority ranking that is given and examine the top 5 ranking goals. List your top five priority items below:

Priority

- #1. _____
- #2. _____
- #3. _____
- #4. _____
- #5. _____

Questions to consider about the rankings:

- A. Is there a need to improve competency in any of these areas?
- B. If goal is high priority, what further steps can be taken to improve behaviors in that area or further develop instructional leadership skills?

After examining the results of the rankings, return to the goal sheets and develop a specific plan for professional growth and outline a projected completion schedule on the time line.

Refer to the resource section and begin gathering information that will contribute to professional growth.

Use the chart on the next page to develop an individual improvement plan.

Improving Instructional Leadership

Action Plan

GOAL:1. _____

ACTION PLAN

TIME LINE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EVIDENCE OF COMPLETION

GOAL:2. _____

ACTION PLAN

TIME LINE

EVIDENCE OF COMPLETION

GOAL:3. _____

ACTION PLAN

TIME LINE

EVIDENCE OF COMPLETION

GOAL: 4. _____

ACTION PLAN

TIME LINE

EVIDENCE OF COMPLETION

It is important to continually update and re-evaluate instructional leadership skills. When the action plan has been completed based on the time limits, re-evaluate instructional leadership using the ILSA. Examine any discrepancies and develop a second plan for improvement.